



## Lexington Elementary

116 Azalea Drive  
Lexington, SC 29072

|                       |                        |              |
|-----------------------|------------------------|--------------|
| <b>Grades</b>         | PK-5 Elementary School |              |
| <b>Enrollment</b>     | 654 Students           |              |
| <b>Principal</b>      | James H. Hamby         | 803-821-4000 |
| <b>Superintendent</b> | Dr. Karen C. Woodward  | 803-821-1000 |
| <b>Board Chair</b>    | Cynthia S. Smith       | 803-957-5095 |

# THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

| YEAR        | ABSOLUTE RATING  | GROWTH RATING |
|-------------|------------------|---------------|
| <b>2013</b> | <b>Excellent</b> | <b>Good</b>   |
| 2012        | Excellent        | Excellent     |
| 2011        | Excellent        | Good          |
| 2010        | Good             | Good          |
| 2009        | Good             | Average       |

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2012-13 whose 2011-12 test scores were located

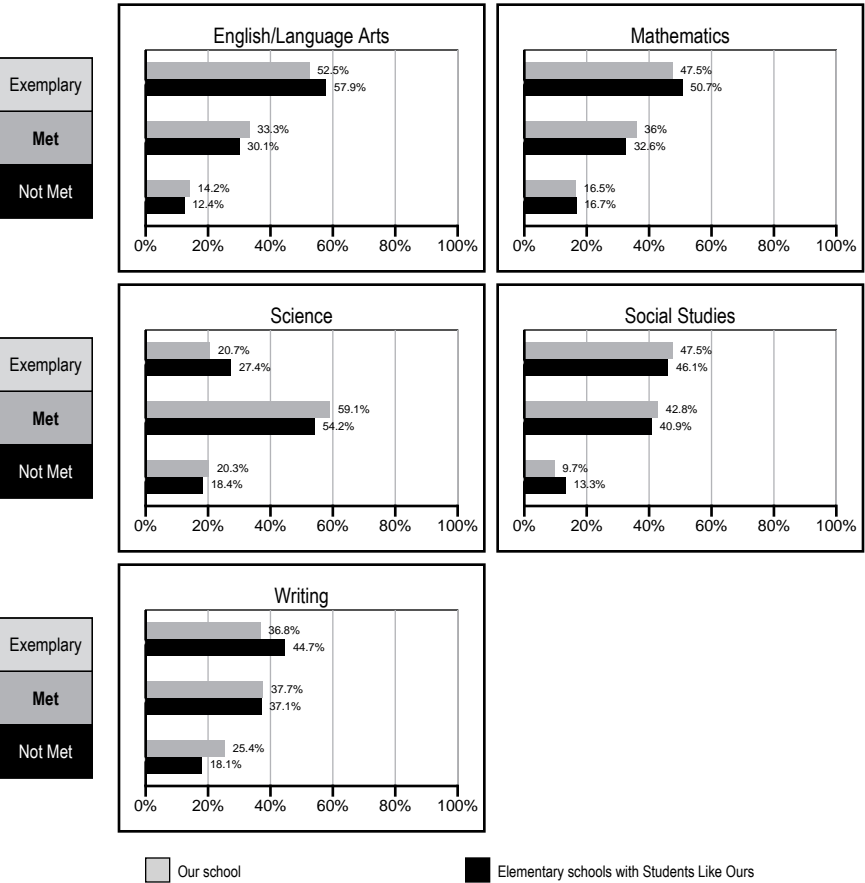
92%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

|           |      |         |               |         |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 35        | 11   | 0       | 1             | 0       |

\* Ratings are calculated with data available by 12/14/2013.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

|           |   |
|-----------|---|
| Exemplary | "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard. |
| Met       | "Met" means the student met the grade level standard.   |
| Not Met   | "Not Met" means that the student did not meet the grade level standard.                               |

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

|  | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| <b>Students (n=654)</b>  |            |                       |  |                          |
| First graders who attended full-day kindergarten                             | 100.0%     | Up from 97.0%         | 100.0%                                     | 100.0%                   |
| Retention rate   | 0.1%       | Down from 0.2%        | 0.8%                                       | 0.9%                     |
| Attendance rate  | 96.2%      | Down from 96.5%       | 96.8%                                      | 96.3%                    |
| Served by gifted and talented program  | 11.2%      | N/A                   | 11.8%                                      | 7.2%                     |
| With disabilities  | 8.1%       | N/A                   | 10.9%                                      | 12.4%                    |
| Older than usual for grade   | 1.1%       | N/A                   | 1.4%                                       | 1.9%                     |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=46)</b>   |            |                       |  |                          |
| Teachers with advanced degrees   | 58.7%      | No Change             | 64.4%                                      | 62.5%                    |
| Continuing contract teachers   | 91.3%      | Down from 95.7%       | 89.3%                                      | 83.3%                    |
| Teachers returning from previous year  | 89.2%      | Down from 91.6%       | 89.7%                                      | 88.3%                    |
| Teacher attendance rate  | 96.6%      | Up from 96.5%         | 94.6%                                      | 95.0%                    |
| Average teacher salary*  | \$51,229   | Up 3.4%               | \$49,656                                   | \$48,193                 |
| Professional development days/teacher  | 8.1 days   | Down from 10.5 days   | 10.6 days                                  | 11.0 days                |
| <b>School</b>  |            |                       |  |                          |
| Principal's years at school  | 3.0        | Up from 2.0           | 4.5  | 4.0                      |
| Student-teacher ratio in core subjects                                       | 20.8 to 1  | Up from 20.6 to 1     | 21.1 to 1                                  | 20.1 to 1                |
| Prime instructional time   | 92.1%      | Down from 92.5%       | 90.2%                                      | 90.0%                    |
| Opportunities in the arts  | Good       | No Change             | Good                                       | Good                     |
| SACS accreditation   | Yes        | No Change             | Yes  | Yes                      |
| Parents attending conferences  | 100.0%     | No Change             | 100.0%                                     | 100.0%                   |
| Character development program  | Excellent  | No Change             | Excellent                                  | Excellent                |
| Dollars spent per pupil**  | \$7,577    | Up 6.0%               | \$7,148                                    | \$7,364                  |
| Percent of expenditures for instruction**                                    | 67.0%      | Up from 65.6%         | 69.0%                                      | 68.0%                    |
| Percent of expenditures for teacher salaries**                               | 66.0%      | Up from 64.5%         | 67.0%                                      | 66.0%                    |

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

## Report of Principal and School Improvement Council

In 2012-2013, the S.C. Department of Education recognized Lexington Elementary with its Palmetto Gold Award for General Performance and a state grade of 86.7 ("B") for performance exceeding state expectations. We provided excellent classroom instruction and examined student data from a variety of sources including Universal Screening and assessments such as Dominion, district reading and writing assessments, Palmetto Assessment of State Standards testing and Measures of Academic Progress. Our greatest challenge comes from the transient nature of our community with more than 2,400 apartments in our attendance zone.

Staff participated in professional development, studying "6+1 Traits of Writing" to gain a common language for improving student writing. We continued our study of the Common Core State Standards for English language arts and mathematics by emphasizing instructional rigor and high expectations for student learning and offering students the support they need to become capable thinkers and learners.

Teachers planned collaboratively, used common assessments and analyzed the results to plan instruction. To provide small-group differentiated instruction, teachers used a variety of instructional methods and technology. We added iPads at fourth- and fifth-grades, purchased 25 iPad minis for the Learning Commons, provided an iPad Mobile Cart with 20 devices, and supported our iPod touch and hand-held GPS devices. Students produced iMovies, iBooks, podcasts, voice threads, Geocaching, wikis and blogs. We continued support for our student-led television program, "LES Live."

To promote greatness in our students and provide leadership opportunities, we began our journey to incorporate the power of "The 7 Habits" schoolwide. Our staff did a book study of "The Leader in Me" by S. Covey. Our students and teachers read "The 7 Habits of Happy Kids" together and focused on these habits throughout the year.

Eighty-five percent of our students in grades two through five scored at the "proficient" level on Measures of Academic Progress in reading, while 86% scored "proficient" in mathematics. LES was recognized as one of the top schools in our district in First In Math, while grades two and three ranked in the top three in South Carolina. This year, we also added first-grade students to the program.

LES participated in three community service projects. We donated more than 1,000 pounds of stable goods and more than 100 coats to Lexington Interfaith Community Services. We collected donations of more than \$5,000 for Relay For Life and donated hundreds of holiday treats for soldiers to Blue Star Mothers of America.

Staff received \$1,000 grants from Project Unify and Bright Ideas. Lynn Dempsey was recognized as a PBS National Innovator Award winner. We received a \$10,000 grant for our Learning Commons. LES PTA purchased a new performance sound system and supported upgrades for our two-way radios. We piloted a new program that provided on-campus security during the school day with Lexington Town Police.

Principal James H. Hamby and SIC Chair Christi Stegall

## Evaluations by Teachers, Students and Parents

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 46       | 104       | 41       |
| Percent satisfied with learning environment            | 97.9%    | 88.4%     | 92.7%    |
| Percent satisfied with social and physical environment | 100%     | 90.4%     | 80.5%    |
| Percent satisfied with school-home relations           | 95.7%    | 90.4%     | 87.8%    |

\* Only students at the highest elementary school grade level and their parents were included.

## Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

|                               |      |
|-------------------------------|------|
| Overall Weighted Points Total | 86.2 |
| Overall Grade Conversion      | B    |

| Index Score  | Grade | Description   |
|--------------|-------|---|
| 90-100       | A     | Performance substantially exceeds the state's expectations. |
| 80-89.9      | B     | Performance exceeds the state's expectations.               |
| 70-79.9      | C     | Performance meets the state's expectations.                 |
| 60-69.9      | D     | Performance does not meet the state's expectations.         |
| Less than 60 | F     | Performance is substantially below the state's expectations |

Accountability Indicator for Title I Schools

Lexington Elementary school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☒ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

|   | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers  | 0.4%         | 2.3%  |
| Classes in high poverty schools not taught by highly qualified teachers | N/A          | 4.9%  |

|   | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0%       | 0.0%            | Yes                 |
| Student attendance rate                         | 96.2%      | 94.0%*          | Yes                 |

\* Or greater than last year

Abbreviations for Missing Data

Performance By Group

| Subgroups                         | ELA Mean | Math Mean | Science Mean | Social Studies Mean | ELA % Tested | Math % Tested |
|-----------------------------------|----------|-----------|--------------|---------------------|--------------|---------------|
| Grades 3-5                        |          |           |              |                     |              |               |
| All Students                      | 671.0    | 663.0     | 632.3        | 663.4               | 100.0        | 100.0         |
| Male                              | 664.7    | 658.4     | 630.5        | 661.1               | 100.0        | 100.0         |
| Female                            | 678.2    | 668.3     | 634.3        | 665.9               | 100.0        | 100.0         |
| White                             | 678.0    | 669.9     | 638.9        | 668.1               | 100.0        | 100.0         |
| African American                  | 649.5    | 640.3     | 611.1        | 642.6               | 100.0        | 100.0         |
| Asian/Pacific Islander            | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| Hispanic                          | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| American Indian/Alaskan           | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| Disabled                          | 619.9    | 622.4     | 590.6        | 625.3               | 100.0        | 100.0         |
| Limited English Proficient        | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| Subsidized meals                  | 652.1    | 646.5     | 619.9        | 652.1               | 100.0        | 100.0         |
| Annual Measurable Objective (AMO) | 635.0    | 635.0     | 635.0        | 635.0               | 95.0         | 95.0          |

Abbreviations for Missing Data

PASS Performance By Grade Level

|                       | Grade | Enrollment 1st<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or<br>Exemplary |
|-----------------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| English/Language Arts |       |                                  |          |           |       |             |                       |
| 2012                  | 3     | 134                              | 100      | 12.8      | 24.8  | 62.4        | 87.2                  |
|                       | 4     | 110                              | 100      | 13.2      | 31.1  | 55.7        | 86.8                  |
|                       | 5     | 113                              | 100      | 17.6      | 42.6  | 39.8        | 82.4                  |
|                       | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2013                  | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 3     | 106                              | 100      | 10.1      | 26.3  | 63.6        | 89.9                  |
|                       | 4     | 149                              | 100      | 16.8      | 40.1  | 43.1        | 83.2                  |
|                       | 5     | 118                              | 100      | 14.7      | 31.2  | 54.1        | 85.3                  |
|                       | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2013                  | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| Mathematics           |       |                                  |          |           |       |             |                       |
| 2012                  | 3     | 134                              | 100      | 16        | 39.2  | 44.8        | 84                    |
|                       | 4     | 110                              | 100      | 10.4      | 30.2  | 59.4        | 89.6                  |
|                       | 5     | 113                              | 100      | 23.1      | 41.7  | 35.2        | 76.9                  |
|                       | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2013                  | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 3     | 106                              | 100      | 22.2      | 34.3  | 43.4        | 77.8                  |
|                       | 4     | 149                              | 100      | 7.3       | 40.1  | 52.6        | 92.7                  |
|                       | 5     | 118                              | 100      | 23.9      | 33.9  | 42.2        | 76.1                  |
|                       | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2013                  | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| Science               |       |                                  |          |           |       |             |                       |
| 2012                  | 3     | 66                               | 100      | 14.8      | 47.5  | 37.7        | 85.2                  |
|                       | 4     | 110                              | 100      | 17        | 66    | 17          | 83                    |
|                       | 5     | 57                               | 100      | 25.5      | 49.1  | 25.5        | 74.5                  |
|                       | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2013                  | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 3     | 53                               | 100      | 22.4      | 44.9  | 32.7        | 77.6                  |
|                       | 4     | 149                              | 100      | 18.2      | 65    | 16.8        | 81.8                  |
|                       | 5     | 58                               | 100      | 21.8      | 54.5  | 23.6        | 78.2                  |
|                       | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2013                  | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |

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PASS Performance By Grade Level

|  | Grade | Enrollment 1st<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or<br>Exemplary |
|--|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
|--|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|

Social Studies

| 2012 | 3 | 68  | 100  | 17.2 | 46.9 | 35.9 | 82.8 |
|------|---|-----|------|------|------|------|------|
|      | 4 | 110 | 100  | 12.3 | 36.8 | 50.9 | 87.7 |
|      | 5 | 56  | 100  | 20.8 | 34   | 45.3 | 79.2 |
|      | 6 | N/A | N/AV | N/A  | N/A  | N/A  | N/A  |
|      | 7 | N/A | N/AV | N/A  | N/A  | N/A  | N/A  |
|      | 8 | N/A | N/AV | N/A  | N/A  | N/A  | N/A  |
| 2013 | 3 | 53  | 98.1 | 4    | 58   | 38   | 96   |
|      | 4 | 149 | 100  | 8    | 45.3 | 46.7 | 92   |
|      | 5 | 60  | 100  | 20.4 | 24.1 | 55.6 | 79.6 |
|      | 6 | N/A | N/AV | N/A  | N/A  | N/A  | N/A  |
|      | 7 | N/A | N/AV | N/A  | N/A  | N/A  | N/A  |
|      | 8 | N/A | N/AV | N/A  | N/A  | N/A  | N/A  |

Writing

| 2012 | 3 | N/A | N/AV | N/A  | N/A  | N/A  | N/A  |
|------|---|-----|------|------|------|------|------|
|      | 4 | N/A | N/AV | N/A  | N/A  | N/A  | N/A  |
|      | 5 | 115 | 98.3 | 27.8 | 41.7 | 30.6 | 72.2 |
|      | 6 | N/A | N/AV | N/A  | N/A  | N/A  | N/A  |
|      | 7 | N/A | N/AV | N/A  | N/A  | N/A  | N/A  |
|      | 8 | N/A | N/AV | N/A  | N/A  | N/A  | N/A  |
| 2013 | 3 | 105 | 99.1 | 30.6 | 29.6 | 39.8 | 69.4 |
|      | 4 | 151 | 96   | 23.5 | 44.1 | 32.4 | 76.5 |
|      | 5 | 119 | 97.5 | 20.6 | 39.3 | 40.2 | 79.4 |
|      | 6 | N/A | N/AV | N/A  | N/A  | N/A  | N/A  |
|      | 7 | N/A | N/AV | N/A  | N/A  | N/A  | N/A  |
|      | 8 | N/A | N/AV | N/A  | N/A  | N/A  | N/A  |

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